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| Opportunities to develop EDS skills in Hackney Opportunities for student SALTs to develop EDS skills in Hackney  Use this document alongside the **RCSLT competencies in eating, drinking, and swallowing for the pre-registration education and training of speech and language therapists** | Learning Intentions for Learners | Relates to (Entry-level EDS competency standard) | How Practice Educator (PE) can facilitate |
| Identify children/YP with EDS needs on PE caseload-  Observe PE, or with supervision from PE depending on experience and knowledge, participate in:   * obtain relevant information from medical and nursing notes and/or referral letters * take case histories from service users/families/carers * carry out structured clinical EDS assessments or a review assessment * write a mealtime plan or therapy programme * carry out EDS-associated interventions * provide feedback to service users and/or families/carers * provide feedback or training to other professionals * document findings of assessment and management sessions | * can identify salient information from case notes * can carry out observational EDS screening assesment * can present a hypothesis to PE * can communicate EDS findings to families and professionals * can research the evidence base for a particular therapy approach e.g. developing chewing skills. | *3, 4, 9, 11, 12, 16* | Identify those with EDS needs on caseload  Provide opportunities for shadowing and discussion in supervision |
| **If there are no children/young people with EDS needs on the Practice Educator’s Caseload, learners should use the following opportunities to develop EDS competencies** | | | |
| Read about typical feeding development | * can describe the typical stages of feeding development | *3, 4, 10, 12* | Direct to folder on S drive |
| Read about the IDDSI framework (standardised description of food texture/drink consistency) and explain to PE why the IDDSI framework was developed <https://iddsi.org/Framework> | * can explain the rationale for the implementation of the IDDSI framework * can explain the IDDSI levels | *1, 2, 6, 11, 12, 13, 14* | Schedule in the student’s timetable.  Ask student to explain the IDDSI levels. |
| Observe a typically developing child at a mealtime (in a nursery/school).  Observe different age groups to see feeding development progression. For example school nursery and year 3. In a nursery the student could observe the baby room (bottle/weaning), 1 year old room, 2 year old room etc | * understands that there is normal variation in typical feeding development * understand development at different ages and stages - * Self feeding * Pacing * Chewing * Anterior loss * Fine/gross motor skills * identify the impact of the environment, positioning, seating, adult support, food choice, cutlery and texture on feeding skills * can describe the food and drink textures using IDDSI levels * Identify risk factors * Consider environmental changes that can support e.g. cut up food, positioning, trialling cutlery using the other hand | *1, 2, 6, 11, 12, 13, 14* | Arrange observations in EY settings and/or schools  Discuss in supervision |
| Observe a lunchtime in a nursery, school or college. Consider the environmental aspects that contribute to a successful mealtime.  Lunch Hall Observation tool saved here [S:\SLT for Children and Young people\SLT Team\Learners\EDS Pre-registration\Mainstream mealtime environment observation\BLANK Lunch Hall Observation sheet for typical development - STUDENT SALTS.docx](file:///S:\SLT%20for%20Children%20and%20Young%20people\SLT%20Team\Students\EDS%20Pre-registration\Mainstream%20mealtime%20environment%20observation\BLANK%20Lunch%20Hall%20Observation%20sheet%20for%20typical%20development%20-%20STUDENT%20SALTS.docx) | * can complete an observation tool * share findings with PE * identify environmental changes to improve mealtime for (all) children | *11* | Arrange observations in EY settings and/or schools |
| Read internal training power points [S:\SLT for Children and Young people\Clinical Resources\Clinical Area\EDS\3. Training](file:///S:\SLT%20for%20Children%20and%20Young%20people\Clinical%20Resources\Clinical%20Area\EDS\3.%20Training) | * can explain the evidence regarding oral motor exercises in feeding development * can describe the indications for and against non-oral supplementation of nutrition and/or hydration * begins to develop knowledge and understanding of evidence-based intervention | *6, 12, 7, 8, 19* | Direct learner to folder on drive |
| Read ‘Assessment’ sub-folder with the EDS folder. Look online for information about feeding difficulties. | * can describe overt and covert signs of feeding difficulty | *6, 7, 8, 11, 12, 14, 15, 16, 17, 18* | Direct learner to folder on drive |
| Read the Eating and Drinking Ability Classification System (EDACS) and mini-EDACS for people with cerebral palsy from 18 months upwards. EDACS describes five levels of ability using the key features of safety and efficiency  <https://www.sussexcommunity.nhs.uk/get-involved/research/chailey-research/eating-drinking-classification.htm> | * can observe a child/young person in person or via video and assign an EDACS level (or describe as ‘equivalent to EDACS level X’ for a child who does not have Cerebral Palsy). |  |  |
| Watch video clips (with a linked case history) of children/YP with EDS saved on the S drive[\\homerton.local\HomertonTrust\SLT for Children and Young people\SLT Team\Learners\EDS Pre-registration\Videos and recommendations](file:///\\homerton.local\HomertonTrust\SLT%20for%20Children%20and%20Young%20people\SLT%20Team\Students\EDS%20Pre-registration\Videos%20and%20recommendations)   * + fill in the blank EDS screening assessment whilst watching the video   + discuss your observations and hypothesis with supervisor   + consider risk   + create a mealtime plan based on the information available\*   + Identify person centred outcomes   + Consider what intervention to offer   + Consider EDACS classification | * can summarise case to supervisor, discuss their observations, impression and management plan * can write a mealtime plan * can assign an EDACS level | 3, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 18 | Direct learner to folder on drive  Discuss in supervision  *\*Dysphagia team will prepare an answer sheet with an appropriate management plan for PEs to support discussion* |
| Obtain relevant information (weight/respiratory health/medication/milestones) as part of a background search via RIO and HIE for new referrals even if referral information does not include EDS concerns. Learner can access RIO if they have a smartcard. | * can obtain detailed background information from case notes relevant to EDS and consider what further information is required from parent/carer | *3, 4, 8* | Show student how to access information on HIE viewer |
| Observe breastfeeding drop-in support sessions at a Children’s Centre (EY student placements) | * can describe common difficulties experienced in establishing breastfeeding with well babies | 1, 2, 3, 5 | Direct student to CC website and timetable |
| Attend a weaning workshop (e.g. in a Children’s Centre) | * can explain different approaches to weaning e.g. baby led * can describe common issues in the transition to solids | 2, 3, 8 | Direct student to CC website and timetable |
| Carry out a mealtime environment audit | * can describe the impact of the environment on mealtimes * can suggest ways to minimise negative environmental influences | 11, 14, 15 | Discuss in supervision |
| Carry out oral facial (sensory and motor) examination on population without EDS difficulties | * can describe oro-motor function and relate this to functional feeding skills * can explain the lack of evidence base for non speech oral motor exercises | *5* | Review caseload for children/YP with speech difficulties |
| Complete the ‘Pre-Registration Eating, Drinking and Swallowing e-learning’ produced by RSCLT and HEE as part of university tutorials.  This course is designed for pre-registration speech and language therapy Learners to aid completion of the pre-registration eating, drinking, and swallowing (EDS) competencies. You will learn about 2 adult and 2 paediatric clients who have EDS difficulties. On completion of the programme Learners should send a copy of their assessment results to their higher education institute as part record of achievement of the competencies | Explore the pre-assessment, assessment, management, and discharge of two adult clients and two paediatric clients with EDS needs.  Work towards sign off of the hours component of the pre-registration EDS competencies.  Achieve sign off of several competencies through an adult and a child-based assessment. |  | Allocate time for the student to watch the e-learning |